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ABSTRACT

The report summarizes data on the usage of Portable Assisted Study Sequence (PASS) courses throughout the United States during the 1985-86 school year. Overall usage data on number of students, courses enrolled, units completed, number of graduates assisted, and semester units granted are reported by status--interstate, intrastate, and former--ethnicity, grade level, gender, and approximate age. Historical overview of PASS programs and usage data are reported collectively and individually for the following states: Arizona, Arkansas, California, Montana, New York, Oregon, Washington, Wisconsin, and for the Central Stream PASS/Mini-Pass participants--Illinois, Indiana, Michigan, Ohio, and South Dakota. Results are incomplete for some states but the basic data are comparable across the states. Similar patterns are found in course enrollments and completions. Results indicate that the PASS Program received extensive use with over 4,000 students enrolled in nearly 7,000 courses and completing over 12,500 course units to earn over 1,000 semester credits. Students graduating while receiving credit from PASS coursework numbered 806. Tables in the text present usage data. (LFL)

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PORTABLE ASSISTED STUDY SEQUENCE

P.A.S.S.

A PROGRAM OF MIGRANT EDUCATION

Chapter I of the Education Consolidation
Improvement Act of 1981: Public Law 98-211



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1985-86 INTERSTATE REPORT

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November 1986

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FOREWARD

There are very few programs which have met the specific needs of migrant youth as successfully as the P.A.S.S. Program. As the lifestyle of the migrant family often interferes with the educational process causing frequent absences, many migrant students fail to graduate creating huge limitations on their future. Thanks to P.A.S.S., however, thousands of such students have had better opportunities toward acquiring sufficient credit to receive a high school diploma.

Dr. Ramiro Reyes,
Assistant Superintendent
of Public Instruction

The P.A.S.S. Program has truly become the "Harvest of Hope" for our secondary migrant students. With the assistance of the P.A.S.S. Program, migrant students are able to expand their choices for the future, because in many instances they are able to complete their high school education. Thanks to P.A.S.S., Migrant Education continues to open educational doors for migrant students.

Dr. Jann Skinner,
Assistant Superintendent
Fresno County Office of Education

Migrant Education has opened many opportunities for migrant children. The P.A.S.S. Program has extended the possibilities and offered choices to migrant secondary students. The P.A.S.S. Program has provided the motivation as well as the credits needed to ensure that migrant students graduate from high school.

Robert Allen, Administrator
Migrant Education Region IV

Many thanks to the many people who have helped to make P.A.S.S. a viable program for migrant youth whose lifestyle has created barriers for high school graduation. Interstate cooperation and participation in the P.A.S.S. Program assures continuity in the education process as the families follow the crops. As more and more states become involved in the program, the number of migrant students graduating from high school should increase significantly.

Mary Lloyd,
Chairperson

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INTRODUCTION

This report summarizes data on the usage of PASS courses throughout the United States during the 1985-86 school year.

In addition to the overall usage data reported in Table 1 (see pages 3 and 4), data are reported individually for each of the following states: Arizona, Arkansas, California, Montana, New York, Oregon, Washington, Wisconsin (includes Illinois, Michigan, Minnesota, and Ohio).

This coordinated effort to report data on PASS course usage was undertaken by the Interstate PASS Committee in an effort to document the effects of the PASS Program. The Interstate PASS Committee includes representatives from PASS Programs in 14 states where the PASS Program has been implemented. The Interstate PASS Committee formerly met once a year at the National Migrant Education Program Conference. However, this year, the committee decided to meet twice a year, beginning in the fall of 1986, in order to provide for greater coordination of the PASS Program across states and, thus, provide services to better meet migrant student needs. Committee members in attendance were: Arizona, David Avila; California, Mary Lloyd; Chairperson; Montana, Angela Branz-Spall; New Mexico, Marcela Sandoval; Oregon, Dalia Torres; Washington, Mary Kernel; and Wisconsin, Frank Kazmierczak.

RESULTS

The data for this report were submitted by each state as reported in the following tables. Although the results are incomplete for some states, generally, the basic data are comparable across the states. Data are missing from some states where PASS Programs are likely to be in operation, most notably from Florida and the East Coast migrant "stream."

The overall PASS usage results reported in Table 1 show the combined data from all states reporting for 1985-86. These results indicate that the PASS Program received extensive use over the 1985-86 school year. Over 4,000 students enrolled in nearly 7,000 courses and completed over 12,500 course units, earning over 1,000 semester credits. But perhaps the most impressive data reported was that 806 students graduated while receiving credit for PASS coursework. This figure, however, is undoubtedly conservative since it reflects only those students who graduated in 1985-86 while taking PASS courses. It does not reflect students who may have graduated in another state or may no longer be classified as "migrant," or those who completed PASS courses at sometime during their high school years but were not reported as graduated in 1985-86.

TABLE 1

INTERSTATE PASS STATISTICAL DATA
SCHOOL YEAR 1985-86
STUDENTS SERVED: 4,521

STATUS	NO. OF STUDENTS	PERCENTAGE %	COURSES ENROLLED
Interstate (I)	1,103	24.5	
Intrastate (II)	1,218	27	
Former (III)	2,200	48.5	
Total	4,521	100	7,087

ETHNICITY	NO. OF STUDENTS	PERCENTAGE %	UNITS COMPLETED
Hispanic	4,309	96	
Black	16	.004	
White	80	.02	
Asian/Indian	116	.02	
Total	4,521	100	12,843

GRADE LEVEL	NO. OF STUDENTS	PERCENTAGE %	SEMESTER UNITS GRANTED
8	8	*	
9	1,152	25	
10	1,311	29	
11	1,249	28	
12	801	18	
Total	4,521	100	1,133

-TABLE 1 CONTINUED ON NEXT PAGE-

TABLE 1, CONTINUED

GENDER	NO. OF STUDENTS	PERCENTAGE %	PASS PROGRAM GRADUATES
Male	2,032	45	
Female	2,489	55	
Total	4,521	100	807

APPROXIMATE AGE	NO. OF STUDENTS	PERCENTAGE %
14	368	.08
15	901	20
16	1,186	26
17	1,186	26
18	714	16
19	116	.03
20	29	.005
*No rep. Ark.	21	.005
Total	4,521	100

=====

Tables 2-13 (see pages 7, 8, 14, 16-18, 21, and 29-32) report data for each state separately. Although the pattern of course usage varied somewhat from state to state and California showed the highest usage of PASS courses, the overall pattern of course enrollments and completions remained quite similar across states.

ARIZONA

HISTORICAL REPORT

The Arizona Migrant PASS Program located at Tolleson Union High School, District #214 was initially funded in September, 1985, and commenced statewide service on February 10, 1986. The Arizona PASS Program is a response to migrant student educational needs based on the success of the pilot PASS Program at Kofa High School in Yuma, Arizona. Under the direction of Anne K. Stadler, the Migrant Program, now in its third year of PASS curriculum usage, has experienced great success in assisting credit deficient migrant students.

The Arizona PASS Program utilizes the existing curriculum of California's PASS Program with one exception, we do not currently offer the General Work Experience course. The Arizona PASS office maintains close contact with the California PASS Program on issues related to curriculum which include the usage of the new PASS courses revised to meet California's Model Curriculum Standards. In addition, we are in the process of incorporating two new courses to Arizona's PASS Program; they are: Free Enterprise/Basic Economics and Arizona History and Government. Once reviewed and edited by faculty on our campus, we hope to make these available sometime in the Fall. We are continuously receiving feedback from migrant educators throughout Arizona in reference to curriculum, and the need for possible revisions. At present, we are making a comprehensive revision of the Sophomore Composition Course, Unit VI.

TABLE 2

PASS PROGRAM USAGE IN ARIZONA

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	219
=====	
STATUS:	
=====	
1	92
2	4
3	123
ETHNICITY	
=====	
Hispanic	212
Black	2
White	5
Asian/Indian	0
GRADE:	
=====	
9	45
10	50
11	73
12	51
GENDER	
=====	
Male	105
Female	114
AGE:	
=====	
14	4
15	30
16	48
17	74
18	45
19	13
20	5
NUMBER OF SEMESTER CREDITS GRANTED (1/2 credits)	64
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	17
=====	
NUMBER OF COURSES ENROLLED	249
=====	
TOTAL NUMBER OF UNITS COMPLETED	422
=====	

ARKANSAS

The Arkansas PASS Program located at Bald Knob High School was initially funded in September, 1981, utilizing courses reproduced from those developed by PASS in California.

The Arkansas Program was developed in response to a dropout prevention movement and allows students to take PASS courses only to makeup failed credits necessary for graduation. The courses Arkansas offers are basic curriculum courses in English, math, and American History, supplementing elective courses when needed by ordering them directly from California.

Credit is issued from Bald Knob High School and is added to the student's record at his home school.

TABLE 3

PROGRAM USAGE IN ARKANSAS

	<u>TOTALS:</u>
NUMBER OF STUDENTS	21
=====	=====
STATUS	
=====	=====
1	21
2	0
3	0
ETHNICITY	
=====	=====
Hispanic	0
Black	0
White	0
Asian/Indian	21
GRADE	
=====	=====
9	6
10	5
11	8
12	2
GENDER	
=====	=====
Male	10
Female	11
COMPLETED ONE OR MORE UNITS	10
=====	=====
NUMBER OF GRADUATES ASSISTED BY PASS	2
=====	=====
NUMBER OF COURSES ENROLLED	21
=====	=====

CALIFORNIA

HISTORICAL REPORT

The Portable Assisted Study Sequence (PASS) Program is a statewide high school independent study program for migrant students in grades 9-12. The PASS Program is a part of Region IV, located in Fresno County. It is designed to provide independent study courses whereby migrant high school students throughout the State of California can receive credits toward graduation requirements. The PASS Program is funded through the Migrant Education Section, California State Department of Education. It is a response to the California Master Plan for Migrant Education and serves as a major component of the Secondary School Dropout Prevention Program under the Master Plan.

Beginning in 1978 and continuing to the present, the PASS Program has had as its task preventing migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation. The PASS Program's goals are to:

- Provide portable learning packages adapted for migrant student use enabling students to proceed at their own pace.
- Provide competency-based credits for skills, interests, and educationally related life experiences.
- Supplement the regular instruction for targeted migrant students at secondary level schools in California.
- Utilize existing counseling and tutorial support through regular migrant education personnel and the California Mini-Corps to accomplish the goals of the PASS Program.

The PASS Program is an adjunct program to regular high school programs and, as such, allows students to be eligible for coursework in a regular high school while at the same time participating in PASS courses. The program allows students to continue to work on PASS courses and accumulate credits as they migrant through the State. Each course is divided into a number of instructional packages which allows students to receive either partial or full credit depending upon the number of packaged units completed. If all units of a course are completed, full semester credit is granted.

CURRICULUM

The PASS Program offers, at this time, a total of 30 courses, including those required for high school graduation in addition to electives. These courses have the same content as the regular high school courses, but they are organized in five portable units each. When migrant students, due to their migratory status, leave for another school, they can take these units with them and finish the course at their new school. This is possible thanks to the coordination of services among the migrant staff at the school sites throughout the State of California.

Each unit of study is divided into activities which not only give the students a feeling of accomplishment by the end of each activity, but also provides the contact person at the school site with a way to accurately check, step by step, the student's progress.

In accordance with the State Department of Education's reform movement, the PASS Program has rewritten and/or revised its courses required for high school graduation as to reflect the newly suggested Model Curriculum Standards. Revision of courses and improvement of services offered to high school migrant students is an ongoing task at the PASS Program.

ACCREDITATION

The PASS Program is accredited through Roosevelt High School of Fresno Unified School District and the Western Association of Schools and Colleges. The tests that accompany each course are graded in the PASS office by qualified certificated personnel. Transcripts for completed work are sent to the school of attendance and become a part of the student's permanent records. Transcripts on PASS courses are issued directly by the PASS Program located at 487 W. Shaw Avenue, Fresno, California 93704.

TABLE 4

PASS PROGRAM USAGE IN CALIFORNIA

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	3509
=====	
STATUS	
=====	
1	531
2	1123
3	1855
=====	
ETHNICITY	
=====	
Hispanic	3413
Black	3
White	20
Asian/Indian	73
=====	
GRADE	
=====	
9	897
10	1054
11	952
12	606
=====	
GENDER	
=====	
Male	1546
Female	1963
=====	
AGE	
=====	
14	329
15	745
16	947
17	886
18	505
19	81
20	16
=====	
NUMBER OF SEMESTER CREDITS GRANTED	764
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	680
=====	
NUMBER OF COURSES ENROLLED	5835
=====	
NUMBER OF UNITS COMPLETED	10535
=====	

MONTANA STATE PASS PROGRAM

HISTORICAL REPORT

In 1985-86 Montana contracted with the California PASS Program to serve migrant students. Credit for courses completed was issued by California.

TABLE 5

PASS PROGRAM USAGE IN MONTANA

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	46
=====	=====
STATUS	
=====	=====
1	46
2	0
3	0
ETHNICITY	
=====	=====
Hispanic	34
Black	0
White	0
Asian/Indian	12
GRADE	
=====	=====
8	1
9	18
10	10
11	4
12	12
*	1
GENDER	
=====	=====
Male	17
Female	29
AGE	
=====	=====
*	12
14	9
15	9
16	3
17	7
18	4
19	0
20	2
NUMBER COMPLETING ONE OR MORE SEMESTER UNITS	10
=====	=====
NUMBER OF GRADUATES ASSISTED BY PASS	1
=====	=====
NUMBER OF COURSES ENROLLED	46
=====	=====
TOTAL NUMBER OF UNITS COMPLETED	36
=====	=====

*Not reported

TABLE 6

PASS PROGRAM USAGE IN NEW YORK

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	37
=====	
STATUS	
=====	
1	30
2	4
3	3
ETHNICITY	
=====	
Hispanic	21
Black	11
White	4
Asian/White	1
GRADE	
=====	
9	7
10	6
11	15
12	9
GENDER	
=====	
Male	24
Female	13
AGE	
=====	
14	2
15	4
16	10
17	13
18	6
19	2
20	0
NUMBER OF STUDENTS COMPLETING ONE OR MORE UNITS	23
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	0
=====	
NUMBER OF COURSES ENROLLED	37
=====	
TOTAL NUMBER OF UNITS COMPLETED	*
=====	

*Not Reported

OREGON STATE PASS PROGRAM

HISTORICAL REPORT

The Portable Assisted Study Sequence Program was piloted in Woodburn, Oregon in the spring of 1985. The program adopted the Washington State P.A.S.S. Program model which they had replicated from the State of California.

In the spring of 1985 the Woodburn School District was selected by the Marion County E.S.D. Chapter I Migrant Program as the district to administer the P.A.S.S. Program in the Marion-Yamhill Counties with the intent of extending the program to other counties and eventually going state wide. The Woodburn School District Board reviewed and approved the Washington P.A.S.S. Curriculum which gave the Woodburn School District the authority to begin issuing credit for completed P.A.S.S. Courses.

Oregon State depends entirely on the California P.A.S.S. Program for new and revised curriculum. Some minor revisions have been made to existing curriculum to meet our state requirements and guidelines. A brochure of course offerings is enclosed.

OREGON

Oregon uses the early edition, 1982, of the California
P.A.S.S. Program.

AMERICAN GOVERNMENT
BASIC STUDY SKILLS
COLOR AND DESIGN
CONSUMER EDUCATION
CONSUMER MATH
ENGLISH IA
ENGLISH IB
ENGLISH IIA
ENGLISH IIB
ENGLISH IIIA
ENGLISH IIIB
ENVIRONMENTAL SCIENCE
ETHNIC STUDIES
GENERAL MATH A
GENERAL MATH B
GENERAL SCIENCE A
GENERAL SCIENCE B
GEOGRAPHY
LEARNING SKILLS
PRE-ALGEBRA/CALCULATOR MATH
U.S. HISTORY A
U.S. HISTORY B
WORK EXPERIENCE
WORLD HISTORY

TABLE 7

PASS PROGRAM USAGE IN OREGON

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	69
=====	
STATUS	
=====	
1	14
2	11
3	44
=====	
ETHNICITY	
=====	
Hispanic	62
Black	0
White	1
Asian/Indian (Russian)	6
=====	
GRADE	
=====	
9	22
10	18
11	18
12	11
=====	
GENDER	
=====	
Male	39
Female	30
=====	
AGE	
=====	
14	1
15	15
16	15
17	22
18	12
19	4
20	0
=====	
NUMBER OF CREDITS GRANTED (1/2 cr.)	34
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	8
=====	
NUMBER OF COURSES ENROLLED	88
=====	
TOTAL NUMBER OF UNITS COMPLETED	227
=====	

WASHINGTON STATE PASS PROGRAM

HISTORICAL REPORT

The PASS Program or Portable Assisted Study Sequence Program was piloted in Washington in the fall of 1981. The program replicated the California PASS Program model which has been in successful operation in that state since 1978. Washington was the first state to replicate the California program.

Prosser High School was selected by the State Chapter I Migrant Program in 1981 as the district to administrate the PASS Program for the State of Washington because of its similarities with the Parlier School District in California where PASS originated. Prosser's school board reviewed and approved the California PASS curriculum which gave Prosser High School the authority to begin issuing credit for completed PASS courses.

The Washington program has adapted the California model to meet the needs in Washington State. The Washington model allows migrant and non-migrant students to take PASS courses for full credit or partial credit. The PASS office reports all full credit student records to the MSRTS.

CURRICULUM

Washington State depends entirely on the California PASS Program for new and revised curriculum. With the exception of the Washington State History which was developed in Washington, California is the origin of all other curricular units distributed by the Washington PASS Program.

TABLE 8

PASS PROGRAM USAGE IN WASHINGTON

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	354
=====	
STATUS	
=====	
1	129
2	74
3	151
=====	
ETHNICITY	
=====	
Hispanic	301
Black	0
White	44
Asian/Indian	9
=====	
GRADE	
=====	
9	60
10	98
11	110
12	86
=====	
GENDER	
=====	
Male	163
Female	191
=====	
AGE	
=====	
14*	5
15	48
16	91
17	112
18**	98
=====	
NUMBER OF SEMESTER CREDITS GRANTED	238
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	77
=====	
NUMBER OF COURSES ENROLLED	515
=====	
TOTAL NUMBER OF UNITS COMPLETED	1022
=====	

*Or Younger
**Or Older

WISCONSIN PASS/MINI PASS PROGRAM

HISTORICAL REPORT

Following an investigation of the PASS program during the 1983-84 school year, it was piloted in three small Wisconsin migrant programs during the summer of 1984. The investigation included dialogue with personnel from Arkansas, California and Washington, reading and viewing PASS informational materials and records, visiting the Washington Center at Prosser and examining the courses and supplementary materials.

Cooperative Educational Service Agency, No. 8 (CESA No.8) initiated the investigation and piloted PASS with approval of the Wisconsin Department of Public Instruction, Chapter 1 Migrant Education Program. Since CESA No. 8 is not a credit granting school district, students were awarded credit from either their home-base district or the Wisconsin district.

The PASS courses were obtained from either California or Washington. Mini PASS courses for middle school students were developed in Wisconsin to meet the needs of students over twelve years old but not yet enrolled in a high school. Twenty-three migrant students participated in the 1984 pilot program. Four students earned a semester credit from their respective Texas home-base school districts, two earned partial credit in two courses each from their Wisconsin district to make up for lost instructional time the previous winter. A recently settled out migrant girl earned a semester credit which enabled her to graduate with her Wisconsin class in the spring of 1985. Others

were enrolled for such a short period of time that they completed only one or two units.

From the success of this pilot the program was made available to all migrant education sites during the summer of 1985. Eleven of the fourteen sites participated. Ninety-one PASS courses were taken with fifty-two completed. An additional twenty-nine Mini PASS courses were taken by middle school students with fourteen completions.

All but one site participated in the program during the 1986 summer. Due to budget limitations the programs were shortened resulting in a lower completion rate. Ninety-five courses were taken with thirty-five completions. There were also thirty-five students enrolled in forty-three Mini/PASS courses, seventy-one units completed and eight semester completions.

In addition to having various school districts issue credits, Wisconsin also deviated from the California Model in other ways. Since Wisconsin is basically a summer migrant state and many programs serve limited numbers of migrant secondary students, less independent students are served with PASS/Mini PASS. As a result teacher-student contacts are required a minimum of twice a week to provide direction and encouragement. Teachers administer, correct and grade the tests. The student, co-support person (usually the parent) and the teacher sign a contract of responsibilities and expected performance and jointly maintain a record of progress. Efforts are made to contact the home-base school by telephone prior to the actual course selection in order to assure that the course most

appropriate for helping the student is ordered. The Wisconsin Model is basically one of semi-independent study; however, much must be carried out by the student in an independent or interdependent manner.

Wisconsin is indebted to California for the PASS courses. Wisconsin uses courses developed prior to the recently instituted California Model Curriculum Standards. Revisions have been made in the following courses: Consumer Math, General Math A and B, English II A and B, English IA, Transitional English, U.S. History A and B, World History, American Government and Pre-Algebra/Calculator Math. Such revisions were intended to improve the courses for both the students and teachers. The basic content and concepts were not appreciably altered from the California original. The quality of the instructional material has been maintained and improved. Likewise the integrity of the PASS program has not been compromised as a result of the Wisconsin's semi-independent study model adaptation of the California's original independent study design.

The PASS/Mini PASS course offerings have proven to be a viable alternative to non-school enrollment during the summer and as a means of supplementing the student's regularly scheduled classes during the school year. Through PASS and Mini Pass courses students can learn while they earn and schools can both reach and teach secondary migrant students regardless of their location, numbers, length of season and agricultural work schedules.

CENTRAL STREAM PASS/MINI-PASS PARTICIPANTS

(ILLINOIS, INDIANA, MICHIGAN, OHIO,
SOUTH DAKOTA, AND WISCONSIN)

HISTORICAL REPORT

April 1, 1986, a migrant education interstate/intrastate coordination 143 project was funded for one year by the U.S. Department of Education. The project, Central Stream Interstate PASS/Mini-PASS Program, was designed to transport the Wisconsin Model to Illinois, Indiana, Michigan, Minnesota, Ohio, and South Dakota. Wisconsin was the fiscal agent charged with the responsibility of providing professional inservice training, technical assistance, personnel handbook and record keeping guides, PASS and Mini-PASS course packets, and dissemination of information to other educational agencies and organizations. All of this was to be carried out based on policies set by the program's steering committee composed of a representative from each participating state and from the home-base states of Florida and Texas.

The participating states adhere to Wisconsin's semi-independent Model which incorporates the following policies and procedures:

1. Teachers in the program must participate in inservice training prior to implementation of PASS/Mini-PASS coursework.
2. A copy of the student's enrollment form must be sent to CESA No. 8 to verify course selection.
3. If at all possible, home-base school contact should be made prior to course selection.
4. A student can only take one course at a time unless an unusual amount of study time is available.

5. Teacher/student contact is to be scheduled for a minimum of twice a week.
6. A contract is signed by the student, parent, or other co-support person and the teacher outlining the responsibilities and expected performance of each. The contract also serves as a running record of the student's progress.
7. Teachers are expected to correct and grade activities and tests as well as determine final grades.
8. Course credit can be granted by either the home-base school district or the local central stream districts.

ILLINOIS

The first central stream state in the project interested in using PASS/Mini-PASS materials with migrant secondary students was Illinois. During the summer of 1985, Illinois obtained eight PASS courses to be used with secondary migrant students at two summer sites. All eight students completed the courses and earned a semester credit toward graduation.

Nine sites joined the 143 program during the summer of 1986 with students enrolling in fifty-two courses of which eleven were completed. Fourteen students enrolled in Mini PASS middle school courses with four completions. The coordinator from Illinois states that "PASS is workable, durable and a success!"

INDIANA

Due to reorganization of the migrant education program Indiana did not serve any migrant students with PASS or Mini PASS during the 1986 summer. Two students did supplement their fall schedules

by enrolling in four PASS courses. One girl completed her course before returning to Texas in October. The other girl, a senior, completed two courses in Indiana and finished the third course in Texas. Indiana intends to expand the program next summer.

MICHIGAN

One hundred fifty students enrolled and completed at least one PASS/Mini PASS activity during the summer of 1986. The students were located under four different administrative units. Even though only seven students completed a PASS course one student was able to graduate by finishing a required course through PASS. The program directors from Michigan were impressed with the courses and satisfied with their results. The state migrant education director said, "PASS is here to stay in Michigan!"

MINNESOTA

Three sites in northwestern Minnesota piloted the PASS/Mini PASS program during the 1986 summer. Thirty-six PASS courses were taken by thirty-five students with seven completions. An additional twenty-three Mini PASS courses were taken by twenty-two middle school migrant students with six completions. Since Minnesota's program begins early in June the receipt of the courses were not as timely as hoped for which hampered the course completion rate. Minnesota intends to make PASS/Mini PASS available to all migrant education sites during the 1987 summer growing season.

OHIO

Two sites piloted the PASS/Mini PASS program during the summer of 1986. Thirteen students enrolled in PASS courses with seven students completing their course for semester credits. Seven middle school students enrolled in Mini PASS courses. Ohio intends to expand its use of PASS/Mini PASS next summer.

SOUTH DAKOTA

There is no program for migrant students during the summer in South Dakota. One student is presently using a PASS course to supplement her school year program. South Dakota is considering having a summer school in 1987 now that the migrant education staff has been inserviced in the use of PASS/Mini PASS materials.

WISCONSIN

Please refer to the separate historical record for Wisconsin beginning page 21.

TABLE 9

PASS PROGRAM USAGE IN ILLINOIS

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	51
=====	
STATUS	
=====	
1	37
2	1
3	13
ETHNICITY	
=====	
Hispanic	51
Black	0
White	0
Asian/Indian	0
GRADE	
=====	
9	16
10	12
11	17
12	6
GENDER	
=====	
Male	28
Female	23
AGE	
=====	
14	3
15	8
16	7
17	17
18	9
19	3
20	4
NUMBER OF SEMESTER CREDITS GRANTED	
=====	
	11
NUMBER OF GRADUATES ASSISTED BY PASS	0
=====	
NUMBER OF COURSES ENROLLED	52
=====	
TOTAL NUMBER OF UNITS COMPLETED	111
=====	

TABLE 10

PASS PROGRAM USAGE IN MICHIGAN

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	80
=====	
STATUS	
=====	
1	76
2	0
3	4
ETHNICITY	
=====	
Hispanic	80
Black	0
White	0
Asian/Indian	0
GRADE	
=====	
9	32
10	22
11	17
12	9
GENDER	
=====	
Male	39
Female	41
AGE	
=====	
14	7
15	8
16	20
17	20
18	18
19	6
20	1
NUMBER OF SEMESTER CREDITS GRANTED	7
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	1
=====	
NUMBER OF COURSES ENROLLED	80
=====	
TOTAL NUMBER OF UNITS COMPLETED	170
=====	

TABLE 11

PASS PROGRAM USAGE IN MINNESOTA

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	35
=====	
STATUS	
=====	
1	30
2	1
3	4
ETHNICITY	
=====	
Hispanic	35
Black	0
White	0
Asian/Indian	0
GRADE	
=====	
9	14
10	10
11	8
12	3
GENDER	
=====	
Male	16
Female	19
AGE	
=====	
14	1
15	7
16	12
17	11
18	4
19	0
20	0
NUMBER OF SEMESTER CREDITS GRANTED	7
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	0
=====	
NUMBER OF COURSES ENROLLED	36
=====	
TOTAL NUMBER OF UNITS COMPLETED	57
=====	

TABLE 12

PASS PROGRAM USAGE IN OHIO

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	13
=====	
STATUS	
=====	
1	13
2	0
3	0
=====	
ETHNICITY	
=====	
Hispanic	13
Black	0
White	0
Asian/Indian	0
=====	
GRADE	
=====	
9	8
10	4
11	1
12	0
=====	
GENDER	
=====	
Male	4
Female	9
=====	
AGE	
=====	
14	0
15	7
16	4
17	2
18	0
19	0
20	0
=====	
NUMBER OF SEMESTER CREDITS GRANTED	7
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	*
=====	
NUMBER OF COURSES ENROLLED	13
=====	
TOTAL NUMBER OF UNITS COMPLETED	45
=====	

*Not Reported

TABLE 13

PASS PROGRAM USAGE IN WISCONSIN

	<u>TOTALS:</u>
NUMBER OF STUDENTS ENROLLED	87
=====	
STATUS	
=====	
1	84
2	0
3	3
ETHNICITY	
=====	
Hispanic	87
Black	0
White	0
Asian/Indian	0
GRADE	
=====	
8	7
9	27
10	22
11	26
12	5
GENDER	
=====	
Male	41
Female	46
AGE	
=====	
14	5
15	15
16	29
17	19
18	11
19	7
20	1
NUMBER OF SEMESTER CREDITS GRANTED	35
=====	
NUMBER OF GRADUATES ASSISTED BY PASS	23
=====	
NUMBER OF COURSES ENROLLED	95
=====	
TOTAL NUMBER OF UNITS COMPLETED	238
=====	